

National Cultural Policy Submission

1466415

Public and anonymous



Short submission (text box 500 words or less)

Music education must be embedded and supported within the National Cultural Policy.

I write to you as both an arts educator and a family member who has witnessed across generations, the profound impact of quality music education. A large majority of my family were taught by Richard Gill, whose approach made music accessible, meaningful and an important part of everyday life, rather than something reserved for the selected few. That influence extended well beyond the classroom, shaping a lasting connection to culture and community. This value has been passed from my parents, as well as my aunts, my uncles to me. Alongside my husband's generational music education influence, we pass this importance on to our children. Across three generations, music has not only built skills but sustained cultural engagement and identity.

In my professional experience as an Arts Educator, I am now seeing a clear decline in the representation of music, and the arts within education. With a growing emphasis on academic performance, driven by international benchmarks, political priorities and the reliance of measurable performance, music has become more evidently marginalised. Yet there is strong evidence in neuroscience and backed research that music supports reaching those academic performance goals. Witnessing first hand in public education, there is zero equity across schools for music and the arts. Despite public education being for everyone, it's not.

Most concerning to myself is the inequity across public schools. Access to music programs varies dramatically depending on socioeconomic context. Some schools are raising rich sequential quality programs while others barely or do not exist. I see this disparity within my own community where neighbouring schools have or allow the funds necessary to boost the programs where others do not because they cannot. The stark contrast is create vastly different outcomes and measurable academic achievement. This is a systematic inconsistency. Policy plays a huge part in changing this.

Such inequity limits Australia's diverse cultural life and who can pursue these pathways. This cannot be solely relied on by schools and staff. It requires nation wide leadership policy direction and long term investment. Who will be more likely to pass on the culture to their families those with the influence or those with less?

Wake up. Music and the arts education should be the peripheral factor to all your goals. It must be at the forefront of this National Cultural Policy.